

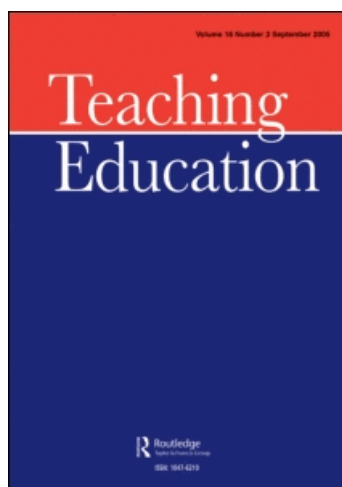
This article was downloaded by: [Monash University]

On: 12 October 2009

Access details: Access Details: [subscription number 911589657]

Publisher Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Teaching Education

Publication details, including instructions for authors and subscription information:

<http://www.informaworld.com/smpp/title-content=t713447679>

Teacher Coaching—Connecting Research and Practice

David Leat ^a; Rachel Lofthouse ^a; Alison Wilcock ^a

^a Newcastle University, UK

Online Publication Date: 01 December 2006

To cite this Article Leat, David, Lofthouse, Rachel and Wilcock, Alison(2006)'Teacher Coaching—Connecting Research and Practice',Teaching Education,17:4,329 — 339

To link to this Article: DOI: 10.1080/10476210601017477

URL: <http://dx.doi.org/10.1080/10476210601017477>

PLEASE SCROLL DOWN FOR ARTICLE

Full terms and conditions of use: <http://www.informaworld.com/terms-and-conditions-of-access.pdf>

This article may be used for research, teaching and private study purposes. Any substantial or systematic reproduction, re-distribution, re-selling, loan or sub-licensing, systematic supply or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The accuracy of any instructions, formulae and drug doses should be independently verified with primary sources. The publisher shall not be liable for any loss, actions, claims, proceedings, demand or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.

Teacher Coaching—Connecting Research and Practice

David Leat*, Rachel Lofthouse and Alison Wilcock

Newcastle University, UK

There are pressures for researchers to demonstrate impact and relevance. This paper recounts the case of translating research into training on coaching for mass consumption in secondary schools in England as part of a Government strategy. The account describes how the materials were developed for the particular format and how they were fine tuned after piloting with teachers. The discussion raises a number of significant issues about the relationship between research and practice: publishing formats, the conditions necessary for establishing research-based innovations and the vital importance of research-user relationships. It is proposed that insufficient attention is given to consultants in English school improvement efforts as important brokers between research and its users.

Introduction

Most educational systems in economically developed societies are concerned about the performance of their school systems as they seek economic advantage in an increasingly globalized economy. Politicians and Government officials may seek justification for the money spent on research in terms of measurable outcomes. One of the suggested solutions is that researchers identify audiences for their research and strategies for maximizing impact through influencing practice. It has been recommended that there should be the creation of mediation infrastructure, i.e., people and processes through which research is interpreted and assimilated into the actions and decision making of those engaged in developing, implementing and carrying out educational policies (Hillage *et al.*, 1998, p. 59).

*Corresponding author. Education Section, ECLS, Newcastle University, St Thomas Street, Newcastle, NE1 7RU, England. Email: D.J.K.Leat@ncl.ac.uk

Background

One of the authors had a three-year leave of absence from the University of Newcastle in England to work for the Department for Educational and Skills (DfES) in the Key Stage 3 (KS3) Strategy (hereafter referred to as the Strategy). The Strategy seeks to improve attainment, progression and engagement amongst pupils in the lower secondary age range (11- to 14-years-old). In July 2001, it was decided that some of the pilot training modules for the foundation subjects (FS) (i.e., not English, mathematics and science) should include modules on coaching for teachers. The modules were written quickly, as the Strategy tends to move very rapidly from planning to delivery. The writing was constrained by a 'house style' which imposed a limit of 75 minutes 'delivery time' and demanded a practical bias. The writing of such modules was characterized by:

1. Reference to research being limited—the rationales were pragmatic.
2. The inclusion of video which was seen as having three functions. Firstly it could exemplify processes outlined in the module, secondly it could raise questions for discussion and thirdly it could present a physical model of action around which teachers could construct their practice.

Another significant feature of these modules is that they are intended for a collective audience, rather than the lone reader. The audience collectively processes the main messages of the modules through talk stimulated by the module tasks. Some of these tasks intentionally ask teachers to use their experience and associated beliefs as a basis for discussion, thus exposing them not only to contrasting perspectives and dissonance, but also to the potential of scaffolding (Wood & Wood, 1996) by their peers. Therefore this collective process may act as a 'validity filter for acceptance into practice' a phenomena identified as important in school-based research consortia (Simons, Kushner, Jones, & James, 2003).

The conceptual roots of the module were somewhat eclectic but included:

1. The work of Joyce and Showers (1988) outlining the impact of practice, support and feedback on student attainment.
2. The extensive work of Costa and Garmston (1994) on cognitive coaching.
3. Research on teacher effectiveness in numeracy (Askew, Rhodes, Brown, Johnson, & William, 1997) which proposed a model to explain how more effective teachers developed their practice—in effect how they became good. This graphic model stressed the interaction between their knowledge base for teaching, their beliefs about teaching and learning, their classroom practice and the response of pupils. Put simply, if they tried a small change, or tinkered (Huberman, 1995), and there was a positive response from pupils then this positive feedback stimulated them to extend and refine this small experiment. Beliefs could impede or enhance this process or indeed be altered through such engagement. Coaching could thus be described as a process that supports and accelerates such a process.
4. A general Vygotskian perspective on the social construction of knowledge. In particular the principle that what appears first on an interpersonal plane can

become internalized to become an intrapersonal process informed the description of analysis in coaching as a structured conversation. In this conversation the coached teacher is invited to describe, then explain and then rationalize their teaching and pupils' response, thus making their thinking explicit and open to warrant and analysis.

5. Research on supervision in clinical psychology (Watkins, 1997). The influence of this research was twofold:
 - (a) It suggested that coaches, like supervisors, need to maintain a high level of self-awareness.
 - (b) It provided further evidence for the proposition that dialogue can be internalized.

The training folder was published in November 2001 (DfEE, 2001). There follows a case study from one of the pilot local education authorities (LEAs) that highlights important issues about links between research, policy and practice. The case study is written by an LEA consultant, whose job is to support teachers in developing their practice, through use of the modules and supporting and evaluating small-scale experiments in teaching stimulated by those modules.

Methods

This is a case study of the deployment of research knowledge in applied settings (Robson, 1993). The central concern lay with how knowledge can and should be transformed in the boundaries between research and practice communities. Our guiding question was what does the particular example of coaching being used in the Strategy reveal about this relationship. For two of the authors our engagement was as participant observers, involved in a variety of roles and settings in the generation and use of the materials in their draft and refined form and this inevitably influenced the data collected. Data sources included a diary kept by the first author to record experiences working in major Government reform initiatives, and drafts, working documents and emails generated in the production of the training materials. In the York component of the case study, views of teachers and experiences were collected through notes taken at training and follow-up events (which on one occasion was structured as a focus group interview), through written evaluations, face-to-face and telephone conversations and emails. In analyzing these materials there has been a focus on what sense teachers and managers were able to make of the coaching materials, their immediate experiences of putting the ideas into action and how the school system responded to the processes and outcomes they generated. At the time of the production of the materials, as participants, we analysed this data in terms of the problems that teachers reported encountering as there was a pressing need to improve the materials and understand the context and manner of their use. Subsequently we have been able to stand back and reflect on our roles and construction of events. Overall we have tried to maintain a narrative thread which reflects our participation and respects the unfolding of events.

Implementing Coaching: A study of York LEA

The City of York is a relatively small LEA (11 secondary schools) in the North of England. York became a pilot authority for the FS strand in 2000. During the first year of the pilot, training focused on generic aspects of pedagogy and the popular areas were thinking skills and assessment for learning. It became immediately apparent that teaching and learning had been neglected in schools and teachers were enthused by the opportunity to discuss classroom practice. As the LEA consultant I worked with the lead departments in schools planning, observing, videoing and feeding back after lessons. Teachers were surprisingly open about allowing a 'stranger' into their classroom.

The National Strategy team intended that lead teachers would play a key role in working with further teachers in their own schools. This raised some concerns for me. Although the teachers were very enthusiastic, the progress of teachers in changing their own classroom practice had been slow. Some still craved subject specific materials and they lacked a language for talking about the structure of lessons. When the coaching modules became available, this was an opportunity to provide teachers with a structure for disseminating their work. There was already some interest in coaching in the LEA. As a result, when the coaching training was offered to schools, over half chose to involve at least one teacher.

It was decided that after the coaching training the teachers would attend a second session a month later. This would allow all participants to try a coaching cycle and to feed back their experiences. The initial training was run in May 2002. In July, however, only half of the teachers returned for the second half day despite the enthusiasm generated at the initial training. Two teachers did not return because they felt unsupported in school. Two had commitments and two could not get permission to be released from school for the training. Only four out of the half who did return had actually tried coaching. It became evident that making coaching work was going to be far more complex than simply running training. A range of factors had contributed to the relative failure of this first attempt.

Firstly, there was a lack of focus as only a few of the teachers involved had considered what they might be able to coach others in and some felt that they did not have enough pedagogical expertise. The teachers lacked confidence and felt self-conscious about being singled out as experts to coach others. Two teachers commented on this issue as follows: "actually we should have done something that we wanted to develop. Paula is so fantastic at literacy that I wasn't in a position to coach her".

However some gained confidence from the experience: "I was shocked when she hadn't got a clue what a starter or plenary was".

Secondly, lack of direct involvement from senior leaders in school was a problem. Although schools were keen to be involved in coaching, at that time they did not identify a person who was going to set up, support and monitor the coaching. Little thought was given to how coaching was linked to professional development or the school development plan. One teacher discussed coaching with her head teacher:

“I’m not sure that he really understands what coaching involves so there’s going to be a difficulty”.

It is important to make a distinction between a desire for coaching to happen and genuine support. Senior leadership teams may be supportive of the notion of coaching but unrealistic about what is involved, as evidenced by this quote:

SLT support isn’t the issue for me. They’ve given coaching the go ahead. The problem is they’ve also given me three more projects to lead this term so I’m having to be firm and say that it just won’t happen this term.

Thirdly, time was a major factor. Some expressed concerns about the work involved:

It took an immense amount of time to plan for the first coaching session. We taped the whole lesson and this was just too much.

For it to be effective you’ve got to make sure that it is well planned and that takes time. I mean the whole issue of this is the amount of time.

Although keen to have a go, most of the teachers involved struggled to find the time for a coaching cycle in the six weeks between the two planned training events. Money for supply cover had not been provided to follow up the training and to allow the coaching to take place. Once again without the support from a senior leader this was not prioritized. In one school where three teachers had attended the training they worked together to overcome this: “We actually wrote in our planners we’ll meet then, I’ll come and see you then and we actually planned the whole sequence. If we hadn’t have done that other things would have got in the way”.

A fourth factor in some schools was that the coaches could not find anyone to coach. In schools where there was a history of lesson observations for monitoring performance, teachers were reluctant to be observed and were unclear about the purpose of coaching.

So far it has been assumed that schools would consider coaching to be a way forward. It emerged that this was not always the case. One senior leader expressed concern about the limited and slow impact of coaching: “In school of 80 staff how are you going to do it? You’re setting something up that won’t even affect most people”.

The same teacher reflected on comments from other members of her senior leadership team: “In the pecking order of everything that’s going on in school and where your time has to go this is a massive luxury ... someone chatting to me about my teaching, that’s a massive luxury!”

The coaching training modules had enthused teachers involved about the coaching process. However, at this time, the modules did more to raise awareness and provide theoretical background to the need for and purpose of coaching, than focus on training for the specific skill areas required, such as listening and questioning. One popular aspect of the materials was a video of a coaching conversation. All teachers found this to be useful and some re-watched the video following the training in order to note down ideas for questions to ask. One teacher specifically

commented on her doubts about the materials and the way in which the Strategy was taking coaching forward:

I wasn't going to use that term 'coach'. When I did take this to our leadership team we had quite a discussion about what coach actually meant. Rightly so it was pointed out that there are university courses you can go on to for two years to become a coach. The ideas of launching coaching after one training session just didn't make sense.

This initial attempt was a salutary experience and before running further training it was agreed that more time should be spent developing expertise in a particular aspect of teaching and learning. It was also decided to work with senior leaders to discuss these issues and involve them more closely with coaching. During 2002–2003 I ran two briefing sessions, one for head teachers and one for school strategy managers. These introduced the coaching process but focused more on considering the issues that schools would need to consider in implementing and sustaining coaching. At the same time the LEA introduced a project which involved 22 teachers in classroom research into assessment for learning who would then feel better equipped to go on to coach. Following this, in 2003–2004 two coaches from nine of the eleven schools were trained during four half-day training sessions led by LEA consultants. These coaches were largely drawn from the classroom researchers. Coaching is now on the School Improvement Plan in six out of the nine schools. This shift reflects the intense scrutiny that was given to coaching through discussion with the school strategy managers. They identified all the issues that they had experienced or could foresee in the day-to-day implementation of a coaching programme, such as finding time and paying for teacher release. Furthermore they continued to discuss coaching at their regular meetings which had the effect of helping them to locate the process as part of their understanding of school improvement and understand its distinctiveness. So, for example, they came to appreciate how coaching was different from more routine observation of lessons for quality assurance.

The Rewriting of the Modules

York, however, was only one of the pilot LEAs providing feedback; several others also contributed detailed comments. The major points from this feedback were:

1. Senior managers and heads in school had to be actively involved.
2. The question had arisen about who should be chosen as coaches—should it only be very experienced heads of department and what skills were required?
3. The section on feedback was irrelevant and unhelpful as it triggered some teachers to think in terms of evaluating the observed lessons. The notion of generating an analytical conversation was sufficient to get teachers deconstructing lessons.
4. There were concerns about the resources needed to support this model of professional learning in the long-term.
5. The confusion with performance management of teachers. Most secondary schools in England have a hierarchical system of performance management where line managers do much of the observation, assessment and review of

teachers' practice. So questions were emerging as to how performance management related to coaching.

It was surmised therefore that the audience had been miscalculated, in that it was inadequate to address only the teachers who attended training. It was clear that coaching was not an FS strand specific issue but relevant to the whole Strategy. This was at a time when the Strategy was beginning to reposition itself as a school improvement strategy. Although the coaching modules had in themselves been relatively successful they did raise questions about the wider management of change within schools. The decision was taken that the modules would be rewritten, taking into account the feedback, and be placed in a folder called *Sustaining improvement* (DES, 2003).

There were two aspects to the rewriting. Firstly there were some changes to the module contents and secondly the audience was broadened to an extent to address school managers. The rewriting was achieved within a two-week period by the original author. In terms of content the changes included:

1. The coaching process was described more clearly early in Module 1 and suggestions made about topics for coaching.
2. The section on giving and receiving feedback was removed.
3. More time and attention was given to the issue of trust (e.g., Costa & Garmston, 1994; Field, 2002) as so many teachers had commented on the fact that trust was a prime requirement for the relationship to blossom.

To broaden the audience an appendix for school SMs was written. This was the vehicle to address many of the issues raised about the need for senior leaders to be knowledgeable of and engaged in the process. This appendix stated baldly that coaching was not a quick fix. It included the following points:

1. Coaching involves a teacher with expertise in a particular area of teaching helping another develop that expertise. The coach does NOT have to be older, have more years of experience or hold a more senior management post. In some circumstances someone could start coaching a senior manager whilst still in their senior year of teaching.
2. Coaching relies on trust between the pairing. It is a confidential process that allows and encourages the coached teacher to take some risks in order to develop their practice.
3. Although coaching can work well within the same subject it appears to be even more powerful when it crosses subject boundaries, focusing on teaching and learning.
4. Coaching requires 'quality time'. It should not normally be done in non-contact time, lunchtime or after school—it cannot be sustained in this way.

Discussion

The coaching materials have been well received (Stoll *et al.*, 2003). However they raise a number of important issues about the relationship between research and practice.

Publishing Format

Hemsley-Brown and Sharp (2003) in summarizing what they term ‘opinion pieces’, say that such authors (Desforges, 2000) recommend that research findings should be more accessible, alternative publishing venues should be developed and academic jargon should be reduced. The editor of the British Educational Research Association *Professional User Reviews* (<http://www.bera.ac.uk/publications/pureviews.php>) has reflected (Burton, 2004) on the challenges to the authors who were used to writing for academic audiences, making the difficult shift to writing for users. She argues that instead of carefully argued academic documents, most professionals want “short readable syntheses of trustworthy research findings that may directly inform their work” (p. 29). Whilst this accords with the ambition of a user review, it may still fall short of what teachers often say they need, which is guidance as to how they can change an aspect of their professional practice in such a way that they feel that their teaching improves.

The training modules were designed to be delivered in 75–150 minutes. The review and publication process ensures that terms not easily understood by teachers are kept to a minimum. They contain activities to be tackled by participants, many have supporting video and all have a ‘What next’ ending to encourage teachers to try something as a consequence of their new understanding. It is the action stimulated by exposure to new knowledge which starts a process of use of that knowledge which is the secure route to it being understood (Eraut, 1994). Suggestions for credible action are therefore part of foundation for engaging teachers in new practice which can lead to a desire to engage with more research outputs and indeed research processes. The modules can only be regarded as relatively superficial but they do bring some major research fields to teachers’ attention. The modules include:

- ‘Explaining’ which owes much to the work of Wragg and Brown (2001).
- Assessment for learning modules which are strongly influenced by Black and William (1998).
- ‘Thinking together’ which unpacks the principles of exploratory talk and is based on the work of Mercer (2000).
- ‘Principles of teaching thinking’, which owes much to the work of Adey and Shayer (1994).

The Conditions for Establishing Research-based Innovation

The revised coaching modules acknowledged the importance of senior managers in schools to facilitate and support coaching pairs. However they were also intended to stimulate some wider thinking about how coaching would sit within the school. Healey and De Stefano (1997) have gone as far as to argue that it is not innovation itself that needs to be replicated but the conditions which gave rise to it in the first place. This, they suggest, is because unless there is widespread ownership of the innovation it will not become part of the institution’s landscape. Certainly the

conditions and thinking to make coaching a success were missing in many of the schools that had coaches trained.

A weakness in thinking about the dissemination and use of research is the idea that there is only one audience—there are several and in most cases they are all important. Any sustained and meaningful change of practice needs to work its way through the ecology of the education system. Classroom teachers may need to change their practice, but heads of faculty will need to attend to departmental practices. The senior leadership team will need to understand the change and adjust school policy. LEA staff need to know how they can support the change through their interactions. This makes change sound impossible but it is likely that some research when implemented can have a reciprocal relationship with school culture through acting as a catalyst for change. It is important therefore that efforts to make research inform practice should acknowledge the multiple audiences and how they are related in school systems.

Researcher–Practitioner Relationships

Part of the reason that the coaching modules developed successfully was the support given by FS consultants in several LEAs. They tried the modules with teachers in schools and this trialing in itself is a testament to the quality of relationships between the consultants and the schools and teachers they enrolled. The schools tried the modules partly because of the trust they had in the consultant to offer them something of value. For research to inform practice and vice-versa there has to be a degree of personal relationship as this underpins honest communication and influencing. Evidence from Switzerland (Huberman, 1990) reinforces this contention. In the evaluation of 25 projects linked to a national vocational education programme, it was found that good links prior to and during a research study contributed to a stronger approach to dissemination. This helped researchers take account of context and predict the way in which the findings would be implemented. It helps if you know people. Messages that are mediated through someone you know are imbued with an extra layer of meaning. It is difficult for researchers to have relationships with many users, but the consultant workforce in England is a powerful intermediary between practitioners and researchers. Currently this potential is not being fully realized, as they should be seen to some extent as part of the mediation infrastructure recommended by Hillage, Pearson, Anderson and Tamkin (1998).

In general terms relationships between researchers and practitioners also help to create opportunistic impact. An Australian review of educational research impact (DETYA, 2001) suggests that such impact is not linear, it is multi-layered and unpredictable that takes place at the interface between researchers and users. This blurs the roles of the researchers and practitioners as they jointly create knowledge. It is the case that as particular consultants have refined their use of the modules they have added new components and insights that fine tune the material to the contexts and needs of their audiences. This argues for longer-term relationships between researchers and practitioners, in which trust is built up as part of social capital.

Furlong and Oancea (2005, p. 14) have suggested that one of the criteria for judging applied and practice-based research should be “capacity building and value for people” manifested through a number of “features”. These include partnership, collaboration and engagement, plausibility, and enhanced receptiveness to practitioners viewpoints amongst professional researchers. This argument requires that researchers explore the boundary between pedagogical knowledge that informs teachers’ decisions in practice and more abstract research based propositions (McIntyre, 2005). This in turn demands a commitment to practitioner-research partnerships and a degree of disconcerting boundary crossing (Engeström, Engeström, & Kärkkäinen, 1995). A good example of this in relation to Newcastle University can be found in the Learning To Learn Phase 3 Evaluation Project (see www.campaign-for-learning.org.uk/projects/L2L/l2lindex.htm). However in current circumstances of accountability and peer review in higher education such relationships, which take so much time to develop, can be difficult to justify.

Conclusion

Research products, however imperfect, which can span the gulf between research and practice communities are essential and modules such as the one on coaching do provide a model for such efforts. Further it is important to recognize the potential role of people, such as LEA consultants in England, who support teachers rather than judge them, as they occupy a unique niche in the development of practice. Where interaction with teachers is in support mode there is the potential for the articulation of teachers’ tacit knowledge and the generation of new knowledge especially where teachers engage with the wider knowledge base provided by research. To this end Newcastle University is undertaking a pilot project with two neighbouring LEAs to train and induct some of their consultants to support action research through web-based resources, research templates, coaching and answering queries. Part of this role for the consultants will be to help teachers write research reports based on their work thus articulating some of their nascent practice generalizations within the wider frame of published research. It is evident that third parties with a wider knowledge drawn from research are important in helping teachers get a wider perspective on their practice (Ponte, Ax, Beijard, & Wubbels, 2004).

References

- Adey, P., & Shayer, M. (1994). *Really raising standards*. London: Routledge.
- Askew, M., Rhodes, V., Brown, M., Johnson, D., & Wiliam, D. (1997). *Effective teachers of numeracy: Final report to the Teacher Training Agency*. London: Kings College.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5, 7–74.
- Burton, L. (2004). A new venture—bridging the gap between educational research and policy and practice. *Research Intelligence*, 86, 26–29.
- Costa, A. L., & Garmston, R. J. (1994). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher Gordon Publishers.

- Department for Education and Employment. (DfEE). (2001). *Teaching and learning in the foundation subjects*. London: DfEE 0053/2001.
- Department for Education and Skills. (DES). (2003). *Sustaining improvement: A suite of modules on coaching, running networks and building capacity*. London: DfES 0565-2003 G.
- Department for Education, Training and Youth Affairs. (DETYA). (2001). *The impact of educational research: Research evaluation programme*. Retrieved January 3, 2002 from www.detya.gov.au/highered/respubs/impact/splitpdf_default.htm 3 January 2002.
- Desforges, C. (2000). *Familiar challenges and new approaches: Necessary advances in theory and methods in research on teaching and learning—The Desmond Nuttall/Carfax Memorial Lecture*. Paper presented at the British Educational Research Association Annual Conference, Cardiff University, 7–10 September.
- Engeström, Y., Engeström, R., & Kärkkäinen, M. (1995) Polycontextuality and boundary crossing in expert cognition: Learning and problem solving in complex work activities. *Learning and Instruction*, 5, 319–336.
- Eraut, M. (1994). *Developing professional knowledge and competence*. London: Falmer Press.
- Field, J. (2002) *Social capital*. London: Routledge.
- Furlong, J., & Oancea, A. (2005) *Assessing quality in applied and practice-based educational research*. Oxford: Oxford University Department of Educational Studies.
- Hargreaves, D. (2001). A capital theory of school effectiveness and improvement. *British Educational Research Journal*, 27, 486–503.
- Healey, F., & De Stefano, J. (1997). *Education reform support: A framework for scaling up school reform*. Washington, DC: Abel 2 Clearing House for Basic Education.
- Hemsley-Brown, J., & Sharp, C. (2003). The use of research to improve professional practice: A systematic review of the literature. *Oxford Review of Education*, 29, 449–469.
- Hillage, J., Pearson, R., Anderson, A., & Tamkin, P. (1998). *Excellence in research in school*. DfEE Research Report 74. London: DfEE.
- Huberman, M. (1990). Linkage between researchers and practitioners: A qualitative study. *American Educational Research Journal*, 27, 363–391.
- Huberman, M. (1995). Networks that alter teaching: Conceptualisations, exchanges, and experiments. *Teachers and Teaching*, 1, 193–211.
- Joyce, B., & Showers, B. (1988). *Student achievement through staff development*. New York: Longman.
- McIntyre, D. (2005) Bridging the gap between research and practice. *Cambridge Journal of Education*, 35, 357–382.
- Mercer, N. (2000). *Words and minds: How we use language to think together*. London: Routledge.
- Ponte, P., Ax, J., Beijgaard, D. & Wubbels, T. (2004) Teachers' development of professional knowledge through action research and facilitation of this by teacher educators, *Teaching and Teacher Education*, 20, 571–588.
- Robson, C. (1993). *Real world research*. Oxford: Blackwell.
- Simons, H., Kushner, S., Jones, K., & James, D. (2003). From evidence-based practice to practice-based evidence: The idea of situated generalization. *Research Papers in Education*, 18, 347–364.
- Stoll, L., Stobart, G., Martin, S., Freeman, S., Freedman, E., Sammons, P., & Smees, R. (2003). *Preparing for change: Evaluation of the Key Stage 3 strategy pilot*. London: DfES 0158/2003.
- Watkins, C. E., Jr. (1997). *Handbook of psychotherapy supervision*. New York: John Wiley & Sons.
- Wood, D., & Wood, H. (1996). Vygotsky, tutoring and learning. *Oxford Review of Education*, 22, 5–16.
- Wragg, E. C., & Brown, G. (2001). *Explaining in the secondary school*. London: RoutledgeFalmer.